



Beck Academy

901 Woodruff Road
Greenville, SC 29607-2514

Grades	6-8 Middle School	
Enrollment	1,069 Students	
Principal	Dr. J. Brodie Bricker	864-355-1400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	Average
2007	Average	Below Average
2006	At-Risk	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

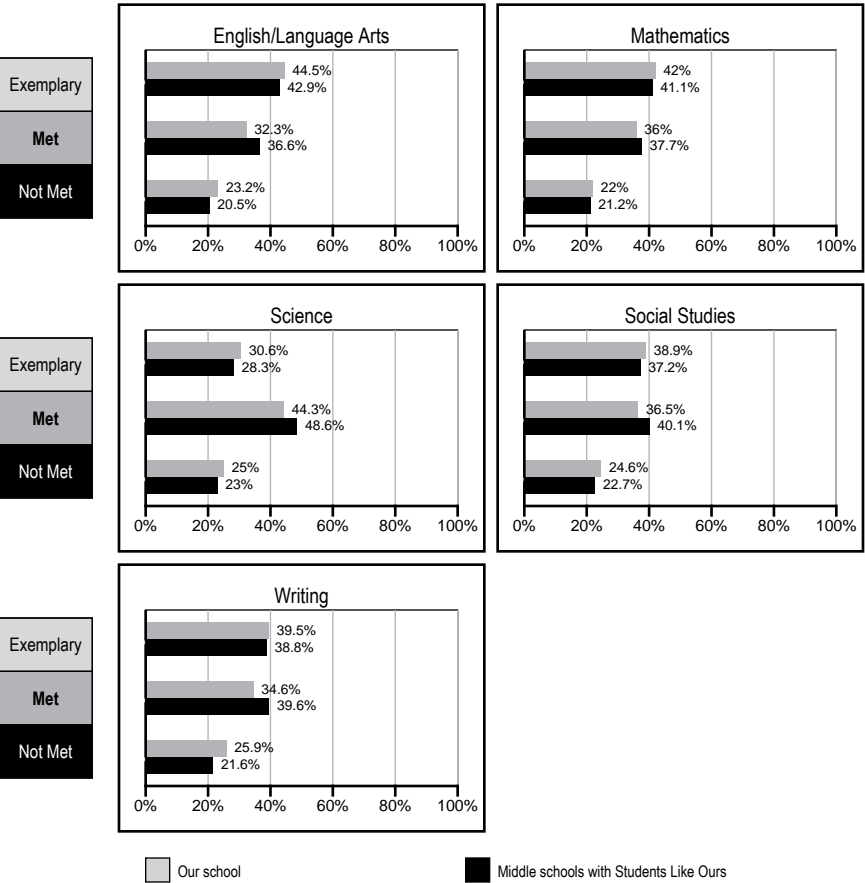
94.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	17	7	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.3%
English 1	100.0%	97.1%
Physical Science	N/A	91.5%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	98.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,069)				
Students enrolled in high school credit courses (grades 7 & 8)	39.9%	Up from 29.9%	31.8%	21.6%
Retention rate	0.2%	Down from 0.8%	1.2%	1.2%
Attendance rate	96.1%	Up from 95.8%	96.3%	95.9%
Eligible for gifted and talented	27.5%	Down from 28.9%	24.7%	14.8%
With disabilities other than speech	13.8%	Down from 15.0%	9.9%	12.6%
Older than usual for grade	1.5%	Down from 1.9%	1.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.1%	Up from 0.6%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=73)				
Teachers with advanced degrees	57.5%	Up from 51.5%	57.7%	56.9%
Continuing contract teachers	64.4%	Up from 60.3%	77.9%	72.7%
Teachers with emergency or provisional certificates	5.4%	Up from 4.9%	4.1%	5.3%
Teachers returning from previous year	79.9%	Up from 77.1%	84.2%	82.9%
Teacher attendance rate	95.8%	Down from 96.4%	95.1%	95.2%
Average teacher salary*	\$42,143	Up 2.5%	\$48,651	\$46,599
Professional development days/teacher	6.6 days	Down from 7.8 days	11.0 days	10.8 days
School				
Principal's years at school	6.5	Up from 5.5	5.0	3.0
Student-teacher ratio in core subjects	21.8 to 1	Down from 22.4 to 1	21.6 to 1	20.1 to 1
Prime instructional time	91.6%	Up from 91.2%	90.5%	89.9%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 98.3%	96.5%	97.8%
Character development program	Below Average	No Change	Good	Good
Dollars spent per pupil**	\$6,498	Up 3.6%	\$7,141	\$7,645
Percent of expenditures for instruction**	63.3%	Down from 64.1%	66.3%	63.4%
Percent of expenditures for teacher salaries**	57.8%	Down from 58.9%	60.7%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

At Beck Academy, our focus is to provide quality instruction, proactive discipline, and a positive school climate.

Academic achievement and improved PASS scores continue to be our top priority. Our 2007-08 PACT scores continue to show gains in the percentage of students scoring Basic and above in all core content classes. MAP testing provides us with diagnostic data to inform instructional decisions, set student growth goals, and promote prescriptive actions. Collaboration is the hallmark of Beck Academy, as content and grade level teachers meet weekly to collaboratively plan units of instruction for all levels of learning. Reflective conversations are an integral part of our collaborative planning to ensure that interdisciplinary connections are made across the content. A high priority is set on promoting a culture of continuous improvement, preserving collaborative planning time, and maximizing instructional time for students. Strategies include daily reviews of math and reading standards, the use of peer tutors, flexible grouping to address the growth needs of students as indicated by MAP results, math and reading tutorial classes, and the use of differentiated instructional strategies and technology in an effort to improve test scores.

Our school portfolio action plan, which is based on state standards and our IB self study, guides our instructional decisions.

Our student population continues to increase, reaching 1068 students in the 2008-09 year. Our facility provides classrooms with state of the art technology, science labs, computer labs, and new athletic facilities, creating a positive learning environment for our students.

Dr. J. Brodie Bricker, Principal
Bruce Darling, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	355	179
Percent satisfied with learning environment	85.2%	77.5%	90.5%
Percent satisfied with social and physical environment	94.3%	81.4%	89.3%
Percent satisfied with school-home relations	94.4%	89.9%	85.5%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 31 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.8%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.4%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	1061	99.7	23.8	33.7	42.5	83	84	82.8	Yes	Yes
Gender										
Male	520	99.6	26.6	30.5	42.9	81.2	80.8	79.3	N/A	N/A
Female	541	99.8	21.2	36.7	42.2	84.7	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	612	99.8	13.6	30	56.4	90.9	89.5	89.5	Yes	Yes
African American	345	99.4	43.8	38.7	17.5	67.3	72.7	73.7	Yes	Yes
Asian/Pacific Islander	42	100	7.5	25	67.5	95	93	92.3	Yes	Yes
Hispanic	57	100	32.1	45.3	22.6	79.2	74.8	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	142	99.3	60.6	25.2	14.2	48	52.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	54	100	38.8	34.7	26.5	71.4	74.5	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	354	99.4	47.9	38.3	13.7	64.2	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1061	99.7	24.9	38.3	36.8	82.2	80.9	78.9	Yes	Yes
Gender										
Male	520	99.6	25.2	35.3	39.6	80.8	79.6	77	N/A	N/A
Female	541	99.8	24.7	41.2	34.1	83.5	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	612	99.8	13.7	36	50.3	90.7	87	87.2	Yes	Yes
African American	345	99.4	46.3	43.5	10.2	66	66.3	66.7	Yes	Yes
Asian/Pacific Islander	42	100	7.5	17.5	75	95	94.3	93	Yes	Yes
Hispanic	57	100	35.8	45.3	18.9	73.6	75.3	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	142	99.3	63.8	27.6	8.7	47.2	48.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	54	100	38.8	34.7	26.5	71.4	76.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	354	99.4	49.8	38.3	11.8	64.2	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	682	99.7	24.4	44.5	31.1	75.6	71.3	67.5
Gender								
Male	338	99.4	24.7	43.6	31.7	75.3	70.8	67
Female	344	100	24.1	45.4	30.6	75.9	71.8	68
Racial/Ethnic Group								
White	393	99.8	12.6	46.3	41.2	87.4	79.5	79.5
African American	220	100	45.5	42.9	11.6	54.5	53	50.3
Asian/Pacific Islander	26	100	11.5	30.8	57.7	88.5	86.9	84.3
Hispanic	39	97.4	41.2	44.1	14.7	58.8	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	89	100	64.6	24.1	11.4	35.4	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	38	97.4	41.2	47.1	11.8	58.8	60.4	59.6
Socio-Economic Status								
Subsided meals	234	99.6	52.5	38.2	9.3	47.5	57.5	55.1

Social Studies								
All Students	682	99.7	23.9	37.3	38.8	76.1	75.7	72.3
Gender								
Male	326	100	23.1	32.6	44.3	76.9	75.1	71.5
Female	356	99.4	24.6	41.6	33.8	75.4	76.3	73.2
Racial/Ethnic Group								
White	388	100	15.2	33.2	51.6	84.8	81.7	80.7
African American	227	99.1	40.2	44	15.8	59.8	61.5	60
Asian/Pacific Islander	27	100	3.8	30.8	65.4	96.2	88	88.5
Hispanic	37	100	31.4	45.7	22.9	68.6	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	91	100	52.5	37.5	10	47.5	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	33	100	40.6	37.5	21.9	59.4	69	67.9
Socio-Economic Status								
Subsided meals	229	99.1	48	38.1	13.9	52	63.9	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	1059	97.5	25.8	34.7	39.6	74.2	72.9	70.2	96.1	96.5
Gender										
Male	522	96.9	33.9	31.8	34.3	66.1	66.4	63.2	95.9	96.4
Female	537	98.1	18	37.4	44.6	82	79.7	77.5	96.4	96.5
Racial/Ethnic Group										
White	610	98.2	15.7	30.3	54	84.3	80.5	79.1	96.3	96.3
African American	345	96.2	45.3	41.5	13.2	54.7	57.1	57.6	95.6	96.5
Asian/Pacific Islander	43	97.7	12.8	20.5	66.7	87.2	87.3	86.2	97.5	97.6
Hispanic	56	98.2	32.7	50	17.3	67.3	61.3	62.6	96.3	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
Disability Status										
Disabled	143	83.2	75	20.4	4.6	25	28.4	26.1	94	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	54	98.2	37.7	45.3	17	62.3	60.5	61.2	96.8	97.2
Socio-Economic Status										
Subsidized meals	353	95.5	49	38.7	12.3	51	58.8	58.9	94.7	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	363	99.7	25.5	37.1	37.4	74.5
	7	306	100	23.6	34.2	42.3	76.4
	8	392	99.5	22.5	30.2	47.3	77.5
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	363	99.7	25.8	38	36.2	74.2
	7	306	100	23.2	38	38.7	76.8
	8	392	99.5	25.4	38.8	35.8	74.6
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	185	100	28.8	49.4	21.8	71.2
	7	306	100	22.5	46.8	30.6	77.5
	8	191	99	23.1	36.3	40.7	76.9
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	178	100	14.1	42.9	42.9	85.9
	7	305	100	32.5	31.8	35.7	67.5
	8	199	99	19.7	40.4	39.9	80.3
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	361	97.8	32.9	38.3	28.7	67.1
	7	305	97.4	22.4	35.9	41.6	77.6
	8	393	97.5	21.8	30.5	47.7	78.2

Abbreviations for Missing Data

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